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ABSTRACT

This guide presents, in syllabus form, an outline training program for rehabilitation teachers, supervisors, and related staff to provide educational information and experience-oriented training in innovative techniques of teaching legally blind adults. It begins with a checklist of points to remember in teaching blind and visually impaired adults and a list of criteria to be considered for assessment of individual needs. Outlines are provided for seven topics in three main training areas: communications (braille reading readiness, braille reading, and writing), home management (nutrition and meal preparation, home care, and furnishings), and personal management (personal care and grooming, clothing and wardrobe planning, money management). This information is presented for each topic: objectives, identification of the problem, outline of instruction, equipment needed, techniques, and performance criteria. An appendix contains a list of materials in the training kit provided to each workshop participant, a listing of types of local resources that may be used for further information and assistance in areas of home and personal management, a list of Pennsylvania and national resource agencies, and a list of additional resources and references. (YLB)

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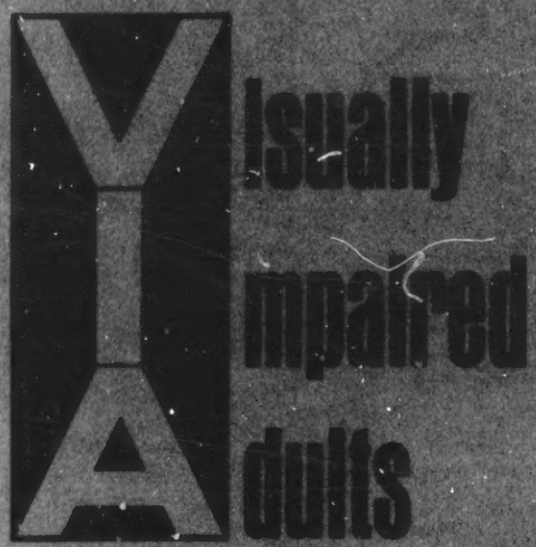
TRAINING GUIDE FOR TEACHERS OF



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INTRODUCTION

Through a grant funded by the Pennsylvania Bureau of Adult Basic Education, Blindness and Visual Services of the Department of Public Welfare designed and conducted a training program for rehabilitation teachers and related staff from public and private agencies throughout Pennsylvania. The purpose of the program was to provide educational information and experience-oriented training to staff in innovative techniques of teaching legally blind adults.

Objectives of the Project

1. To provide blind and visually impaired adults with adequate coping skills which will enable them to lead independent and productive lives in their homes and communities.

2. To provide blind and visually impaired adults with job-readiness skills which will enable them to secure and maintain satisfying gainful employment.

Procedure

1. To develop six two-day workshops held in strategic locations throughout the Commonwealth for the training of rehabilitation teachers, supervisors and related staff serving the target population.

2. To make an outline of the training in syllabus form.

Terminology

Words "client" and "adult student" are used interchangeably in this syllabus.

Instructors

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CHECKLIST

Points to Remember in Teaching Blind and Visually Impaired Adults

1. Before attempting a task, allow time for orientation, both to the learner's surroundings and to the task to be performed.
2. Develop points of reference for moving around the environment.
3. Establish personal safety habits.
4. After assessing needs, begin instruction on the level of the learner.
5. Organization is essential.
6. Instruction must be individualized to meet specific needs of the learner.
7. Allow the learner to set the pace.
8. Break down tasks into parts. Allow the learner to master each part before moving to the whole.
9. Hands-on experiences are necessary for learning.
10. Allow time for tactile feedback.
11. Be specific in giving instructions.
12. For difficult tasks, encourage the learner to plan in advance.
13. When teaching a task, use reference points for spatial orientation.
14. Use a pattern for searching, cleaning, dusting, etc.
15. Allow the learner to correct his own mistakes and to solve his own problems when possible.
16. The learner should know when, where and how to ask for help.
17. Leave the learner with the feeling of having achieved some degree of success.

INDIVIDUAL ASSESSMENT

The development of an individualized instructional program begins with the assessment of the needs, interests and abilities of each client. Realistic expectations and goals for the teacher and the student may be established through informal observations of individual functioning and/or a more formal checklist of criteria which depict a profile of individual characteristics and needs. Criteria to be considered for assessment are:

1. Age;
2. Economic factors (level of income, financial resources);
3. Living arrangements (housing, neighborhood);
4. Family and household (role, responsibilities, expectations, attitude of family members);
5. Vision (onset of blindness, visual acuity, visual efficiency, compensation for loss);
6. Physical condition (personal appearance, other handicaps or limitations, medication);
7. Education (formal schooling/training, educational pursuits);
8. Social and recreational activities (community contacts and participation, special interests, use of leisure time);
9. Work experience (skills performed on-the-job, future plans for employment);
10. Psychosocial factors (individual's self-image, feelings toward handicaps, degree of independence, amount of control over environment, how others see individual);
11. Level of functioning (previous role and responsibilities, skills learned after loss of sight, skills not yet learned);
12. Needs expressed by individual (motivation for learning);
13. Available resources.

COMMUNICATIONS

Braille Reading Readiness

Objectives

1. To enable staff to instruct blind and visually impaired adults in six basic skills of braille reading before teaching the recognition of braille symbols.

2. To train staff to instruct blind and visually impaired adults in tactile awareness and discrimination as a means of transfer from visual to tactile orientation, particularly the newly blinded.

3. To correlate reading readiness skills with daily living and job-related activities, both at home and in the work setting.

Identification of the Problem

After a severe loss of sight which impairs or prevents the use of print for reading and writing, many adults turn to braille as an alternate means of written communication. Methods of teaching most often used in the past have involved the instruction in all the basic skills of reading and writing at one time, including the mastery of braille symbols. As a result, many students have formed poor habits of reading and writing such as disorientation, backtracking, rubbing dots, reading with only one hand and general slowness and inaccuracy in writing or deciphering letters and words.

Through instruction and practice in each basic reading skill introduced before the learning of braille symbols, adults master successfully each step of the learning process, making the acquisition of skills in reading and writing much less difficult. This approach to instruction not only increases the rate of success in learning braille, but also allows adults to become more effective in performing written communication skills at home and on the job. Training in tactile skills is especially beneficial to newly blinded adults in helping them make the transfer from visual to tactile.

Outline of Instruction

I. Introduction:

   A. Holistic or analytic approach to learning (basic learning theory, mastering each part of a skill before moving to the whole.);

   B. Purpose of reading readiness program for individual students;

   C. Application of holistic principles of learning to reading readiness.

II. Instruction in reading readiness skills:

   A. Developing tactile awareness of environmental cues;

   B. Tactile discrimination of objects;

   C. Hand movement and coordination;

   D. Finger movement;

   E. Tracking;

   F. Spatial conception;

   G. Tactile discrmination of dots and symbols.

III. Correlation of reading readiness skills with related activities:

A. Using sense of touch for daily living;

B. Substituting touch for vision in performing daily living tasks (labeling, signature and script writing, measuring, etc.);

C. Using sense of touch in recreational activities (games adapted for the blind).

Equipment

1. Text - Kansas Braille Reading Readiness Book* (teacher's and student's manuals).
2. Adaptive aids for daily living - braille ruler; braille timer, clock and watch; tracing wheel; raised line checks and paper; signature and script guides, etc.
3. Generic materials for labeling - dymo and masking tape, paper clip, rubber bands, thread, gummed labels, raised letters and numbers, etc.
4. Items to be labeled - bottles, boxes, spools, clothing, cans of food, envelopes, files, etc.

Techniques

1. Learning theory - didactic.
2. Reading readiness skills.
3. Related readiness activities - problem-solving experiences in small groups.

Performance Criteria

1. Workshop participants will be able to:
   a. Plan and conduct an effective braille reading readiness program on an individualized basis which includes the mastery of six basic readiness skills.
   b. Apply holistic principles to the teaching of braille reading and writing skills.
   c. Assist blind and visually impaired adults in making maximum use of other senses, particularly the sense of touch.
   d. Create ways of applying readiness skills to daily living and job-related tasks.
2. Clients will be able to:
   a. Use the sense of touch to correctly discriminate details of objects.
   b. Locate and maintain position on a line of objects or raised dots.
   c. Coordinate hand and finger movement in locating succeeding lines.
   d. Distinguish symbols and/or raised dot configurations by moving fingers of both hands directly across lines.
   e. Track lines, working with varied spacings and lengths of lines.
   f. Distinguish likenesses and differences between letter and word configurations of dots.

**Modern Methods of Teaching Braille, Volume I American Printing House for the Blind, Louisville, KY*

COMMUNICATIONS

Braille Reading and Writing

Objectives

1. To establish some common guidelines for teaching braille by public and private agency staff in the Commonwealth.

2. To present a step-by-step procedure for teaching braille reading and writing to blind and visually impaired adults.

3. To familiarize all teaching staff with features of various braille manuals in order to assure appropriate selection of texts for individual students.

4. To demonstrate the difference between the mental versus the kinesthetic approach to teaching braille.

5. To apply the basic skills of braille reading and writing to daily living and job-related tasks, both at home and in the work setting.

Identification of the Problem

The traditional method of teaching braille letters and contractions, for the most part, has been primarily through the learning of dot number positions in the cell rather than through the kinesthetic learning of letter and word configurations of dots. As a result, many adult braille students are able to recite the position of dots, but are severely impaired in their ability to tactually recognize and read the dot configurations for the same letters and contractions. The kinesthetic approach to learning enables more adults to obtain a workable knowledge of braille and to read and write with greater accuracy and speed.

Many adult students are reluctant to begin braille. The drop-out rate for adult braille students has also been high. Visually impaired adults who are able to use braille effectively as a means of self-communication become more adept in daily living tasks at home and in job-related tasks in the work setting. Braille is made less difficult and becomes more interesting and challenging to adult learners through a step-by-step procedure of instruction in which students build upon their success in learning individual skills.

Outline of Instruction

I. Introduction - why teach braille (practical literacy)?

II. Procedure for instruction in braille reading:

   A. Comparison of braille teaching manuals;

   B. Correlation of readiness skills with braille reading;

   C. The kinesthetic approach to teaching braille reading.

III. Procedure for instruction in braille writing:

   A. Evaluation of braille writing equipment;

   B. Application of the holistic approach to teaching braille writing.

IV. Use of reading and writing skills in performing daily living and job related tasks.

Equipment

1. Text - Braille Reading Simplified (teacher's and student's manuals):*
2. Braille teaching equipment - braille texts (see references); variety of braille cells with pegs.
3. Braille writing equipment - variety of slates, styli, erasers, etc.
4. Braille labeling materials.
   a. Items to be labeled - accordion envelopes, file boxes, medicine bottles, can food, business envelopes, etc.
   b. Labeling materials - dymo, labellon and masking tape; plastic-stick labels; gummed labels, etc.
5. Materials for making files.

Techniques

1. Introduction - didactic.
2. Comparison of manuals - group discussion.
3. Application of methods and procedures - review of text with discussion.
4. Evaluation of equipment - demonstration and discussion.
5. Uses of braille - small group activities.

Performance Criteria

1. Workship participants will be able to:
   a. Select braille teaching manuals based on individual needs of adult students.
   b. Select writing equipment appropriate for individual needs and tasks to be performed.
   c. Use a step-by-step procedure in teaching braille reading and writing based on the kinesthetic approach to learning.
   d. Be resourceful in ways of facilitating the use of braille reading and writing skills in social living and communications, both at home and on the job.
2. Clients will be able to:
   a. Read braille kinesthetically.
   b. Write braille with reasonable accuracy and speed.
   c. Use braille effectively in the performance of daily living and job-related tasks.

**Modern Methods of Teaching Braille, Volume II*
American Printing House for the Blind, Louisville, KY

HOME MANAGEMENT

Nutrition and Meal Preparation

Objectives

1. To stress the importance of the common interest in food and how to use it as a motivator for newly blinded adults to learn coping skills.

2. To help staff develop a sound, relevant background knowledge of nutrition.

3. To give staff experience in incorporating nutrition information into meal planning and preparation.

4. To demonstrate a variety of adaptive cooking techniques and equipment to give staff options in helping clients make appropriate decisions.

5. How to read consumer information on labels for gaining knowledge of product contents, products available, convenience foods and comparative shopping.

6. To practice table skills and learn reference points to make eating socially acceptable and a pleasant experience.

Identification of the Problem

With loss or impairment of vision, many adults have a fear of accidents in the kitchen. Often times family members are less than supportive of kitchen work by newly blinded adults. There is a need to learn mobility skills, establish reference points, safety habits and preventive techniques. Some no-fail cooking ideas are needed by clients to gain self-confidence and allay the fears of family members. A little success goes a long way toward restoring self-image. Knowledge and skills for food management are essential for independent living.

Outline of Instruction

I. Nutrition Information:

   A. Factors which influence nutrition (such as age, sex, health, medication, etc.).

   B. Nutritive content of foods.

   C. How to evaluate nutrition and diet information, whether from an "old wive's tale" or from a current publication.

II. Meal Planning and Preparation:

   A. Food preference and cultural backgrounds.

   B. Time and energy for food preparation.

   C. Equipment and budgetary allowance available for food preparation.

   D. Special equipment available as alternatives if client is having difficulty learning procedures.

   E. Consumer information and reading labels regarding salt or sugar content methods of preparation, etc.

F. Safety procedures and training with appropriate assistance.

G. Food safety.

Equipment

1. Food models.*
2. Equipped kitchen.
3. Food supplies.
4. Timer, "Hot Shot" electrical.
5. Fry pan, blender (for demonstration only).
6. Table settings.
7. Film strips**
8. Basic four food groups on handout sheets.***
9. Line graph charts for nutritive value of foods.
10. Diabetic exchange lists.****

Techniques

1. Discussion - everyone has thoughts about nutrition, give them a chance to air them. Basic four food charts distribution.
2. Present food models, divide participants in groups of three or with at least one sighted person in each group. Have them select and lay out models in food for one day.
   a. All workshop participants evaluate each day's meals -
      (1) as it meets four food groups nutritional standards;
      (2) is attractive, variety in color, flavor and texture;
      (3) ease in preparation - recommend only one dish to prepare; other planovers or convenience foods;
      (4) alternatives needed for diabetics.
3. Film strip to introduce discussion on kitchen equipment; safety procedures needed in teaching blind person.
4. Lunch preparation - divide into groups of two, unsighted or blindfolded. Give instructions for performing assigned tasks to each group.
5. After lunch, compare notes and discuss.

Performance Criteria

1. Workshop participants will be able to:
   a. Teach reliable nutrition information;
   b. Instruct clients in safety procedures in the kitchen;
   c. Assist clients in organizing kitchen and equipment;
   d. Plan nutritious meals and organize preparation for maximum efficiency.
2. Clients will be able to:
   a. Use reference points and move independently in the kitchen;
   b. Mark appliances and practice operating them with appropriate assistance;
   c. Select foods and prepare according to individual abilities and needs.

* *From National Dairy Council, Rosemont, ILL 60018*
** *Cooking with Gas from American Gas Assn.*
*** *Guide to a Better Diet, U. S. Dept. of Agriculture Service & Ed. Ad. Leaflet *567*
**** *Exchange Lists for Meal Planning, American Diabetes Assn., Inc.*

HOME MANAGEMENT

Home Care and Furnishings

Objectives

1. To develop personal standards for home care which provide for basic cleanliness and a satisfying level of orderliness.

2. To recognize the savings to be gained by using products usually found in the home for care of equipment and furnishings.

3. To identify factors leading to selection of durable, comfortable and easy to care for furnishings.

4. To develop an understanding of the need to organize household equipment and supplies for achieving the highest potential of their capabilities.

Identification of the Problem

In order for visually handicapped adults to choose durable, comfortable furniture with some aesthetic value, it is necessary to have some knowledge of strong structural points, fabrics that wear well or designs that blend together and are appropriate for the use of individuals in the home. Furniture arrangement for ease in mobility around the home is a necessity. Organization for easy location and care is another problem with which clients must cope.

Through demonstrations, examples of furniture and fabric samples, participants will learn skills that will motivate them and their clients to wise choices and comfortable, attractive homes.

Outline of Instruction

I. Criteria for choosing furniture of sturdy construction, quality, finish and long wearing covering.

II. Use of furniture as points of reference for ease of mobility by client.

III. Care of the Home.

- A. Organization of cleaning supplies;
- B. Common household supplies used as cleaning agents;
- C. Importance of home care for comfort, order and cleanliness;
- D. Techniques of cleaning and caring for furniture.

Equipment

1. Demonstration materials:

   a. Basket for organizing home care supplies;
   b. Available piece of furniture for construction methods;
   c. Example of good wood finish;
   d. Fabric samples;
   e. Charts for furniture arrangement;
   f. Mixture, cloths for cleaning and polishing demonstration;
   g. Can work dustless dust cloth.

Techniques

1. Show acceptable finish and durable construction points in wooden furniture and how to identify them tactually.
2. Discuss various qualities of fabrics for upholstered furniture and pass samples.
3. Participants clean and polish wood furniture using homemade mixture.
4. Demonstration of dustless dust cloth.
5. Show homemade cleaning products and explain methods of preparation of use.
6. Visually impaired participant to demonstrate cleaning and polishing wooden furniture.

Performance Criteria

1. Workshop participants will be able to:
   a. Identify sturdy furniture and assist client in making appropriate choices;
   b. Suggest alternative cleaning agents;
   c. Teach simple methods and techniques of household maintenance for the visually impaired.
2. Clients will be able to:
   a. Recognize sturdy furniture of good quality and easy upkeep that fits the individual for comfort;
   b. Mix low cost home care products and maintain high standards when using;
   c. Develop tactile skills for cleaning and polishing furniture and covering scratches;
   d. Establish priorities and develop a household work schedule;
   e. Care for living quarters independently in order to secure employment.

PERSONAL MANAGEMENT

Personal Care and Grooming

Objectives

1. To identify what affects personal appearance to better understand attitudes about personal care.
2. To update knowledge of personal care products.
3. To establish schedule for personal care and grooming.
4. To learn techniques for grooming and application of makeup by touch.

Identification of the Problem

Personal appearance reflects self-concept and values. To be acceptable socially and for employment, physical traits, grooming skills must approach social norms. Instruction is needed in order to help visually impaired persons become aware of many existing problems and to motivate changes in attitudes, thereby instigating change in behavior.

Outline of Instruction

I. Introduction:

   A. Discussion of what affects personal appearance, values, peer group, self concept, etc.

   B. Physical traits - avoidance of mannerisms or habits objectionable to or noticeable by others to mark visual impairment.

II. Grooming Skills:

   A. Discussion of personal care products.

   B. Selection of products appropriate for individual needs.

   C. Organization and labeling of products for easy location and use.

   D. Adaptive techniques for personal care.

      1. Shaving;
      2. Shampooing;
      3. Use of dental floss, etc.;
      4. Application of makeup.

Equipment

1. Charts from Proctor and Gamble "Personal Care" Teacher's Handbook.*
2. Makeup samples.
3. Variety of personal care product dispensers - such as liquid shampoo in a bottle vs. gel in a tube.

Techniques

1. Buzz sessions and group report back problems encountered in personal care by their clients.
2. Discussion of professionals handling of personal care problems of visually impaired clients.
3. Presentation of easy to use personal care products - discussion of product and type of dispenser.
4. Demonstration and practice of adaptive ...ls for grooming and makeup skills.

Performance Criteria

1. Workshop participants will be able to:
   a. Understand alternative methods and products for personal care to help client in decision making and responses.
   b. Know of references and resources on how to teach clients grooming skills, step by step.**
   c. Be aware of the importance of personal appearance for self concept and social acceptability and employability.
2. Clients will be able to:
   a. Use personal care adequate for social acceptability.
   b. Use adaptive skills in grooming to level of ability for independent living.
   c. Groom appropriately for work setting.

* *Personal Care, Teacher's Handbook, Proctor & Gamble, Cincinnati, Ohio*
** *Mary Kay or Avon representatives in your area for makeup demonstration*

** *Basic Personal Management for the Congenitally Blind Man, Michigan State Dept of Social Services*

** *The Art of Makeup for the Visually Handicapped by Dorothy Perozzi, New York Association for the Blind*

PERSONAL MANAGEMENT

Clothing and Wardrobe Planning

Objectives

1. To improve self-image of visually impaired client by independent dressing.
2. To plan a workable wardrobe considering client's life style, resources and management skills.
3. To discuss fashion trends and the importance of personal appearance for personal satisfaction and its impact on others.
4. To develop a plan for wardrobe selection, care and upkeep for the employed person.

Identification of the Problem

In order for the public to have a good image of visually impaired persons on the job, it is necessary for them to plan ways of selecting and maintaining a wardrobe that is neat and coordinated. Often times clients have limited funds, little opportunity to shop and also lack needed help from a sighted person.

Outline of Instruction

I. Discussion of styles and wardrobe planning:

- A. How to make changes.
- B. Fabrics and design lines.
- C. Individual preferences.
  1. Life style.
  2. Income.
  3. Values.

II. Analyze your figure - what looks good:

III. Organization of outfits:

- A. Techniques for labeling.
- B. Appropriate assistance of sighted person.
- C. Dividing dresser drawers and closet space to group outfits.

IV. Care of clothing - techniques for upkeep.

Equipment

1. Cardboard models.
2. Swatches of material.
3. Iron and pressing board.
4. Samples of needle threaders, variety of closures.
5. Types of bangles and variety of labeling equipment.
6. Professional handbook - "Learning about Laundering."*

Techniques

1. Discussion of fashion and clothing preferences.
2. Tactile identification of fabric swatches on cards passed around, followed by discussion of care.
3. Sharing of techniques by the workship's participants in organization, labeling and upkeep of clothing.
4. Demonstration and practice in using double bonding fabric for "putting up" hems in skirts or trousers and for mending.

Performance Criteria

1. Workshop participants will be able to :
   a. Evaluate interest and needs of clients and give a variety of ideas and resources;
   b. Have a workable knowledge of current fashion, care and maintenance required;
   c. Teach methods of techniques of organizing, labeling and upkeep of clothing.
2. Clients will be able to :
   a. Understand and perform steps necessary for dressing appropriately;
   b. Tactually identify by designer lines styles that would be most becoming;
   c. Organize and label clothing for independent dressing;
   d. Obtain assistance as necessary from trusted sighted persons in the selection of clothing;
   e. Find professionals for cleaning and repair of clothing.

* *Learning about Laundering, Proctor & Gamble Educational Services, Cincinnati, Ohio*

PERSONAL MANAGEMENT

Money Management

Objectives

1. To develop a spending and saving program to help clients live within the limits of their incomes (Supplemental Security Income, Social Security Disability Income, etc.).
2. To identify goals and learn to make financial decisions for the future.
3. To stress the importance and to show methods of labeling and safekeeping of very important papers.
4. To interpret financial contracts to prevent entrapment in legal jargon.
5. To learn the importance of establishing a good credit history and limit installment buying.
6. To stimulate interest in writing a will.
7. To feel free to seek professional advice.
8. To develop self-confidence and learn to establish ways of handling money wisely and independently.

Identification of the Problem

In these depressing economic times, clients have had difficulty in purchasing the necessities they need for a satisfying life style. Many do not realize the importance of a good credit reputation and become entangled in installment buying contracts. Some have become too dependent in handling financial affairs when there would be satisfaction in learning to handle their own money.

Becoming aware of these pitfalls will stimulate interest in money matters and develop good money management practices. Developing a workable spending and saving plan and assisting clients in handling their own money wisely.

Outline of Instruction

I. Discussion of seven steps for a personalized, easy to use plan for managing income.

II. Explanation of a comprehensive and objective guide to understanding consumer credit and managing credit dollars.

III. Discussion of installment buying and pitfalls resulting from signing various contracts.

IV. Learning to assume responsibility for handling personal funds and to ask for assistance if help is needed.

V. Developing a saving plan for visually impaired client on limited income.

Equipment

1. Various containers for safekeeping of very important papers.
2. Folding money.
3. Mind Your Money Series (Household Finance Corp.).*
4. Let's Talk about Money (American Council of Life Insurance).**
5. Fudge It Budget, budget outline in print and braille.

Techniques

1. Practice in developing a budget within the income of the average client.

2. Discussion of handouts from commercial companies and how information can be adapted for client's use.

3. Questions and answers concerning problems experienced by visually impaired clients.

Performance Criteria

1. Workshop participants will be able to:

   a. Review techniques for identification and handling of money;

   b. Understand the principles for developing a budget based on available resources;

   c. Assist clients in avoiding financial pitfalls (credit cards, contracts, etc.);

   d. Use financial information for their own benefit as well as for instruction of their clients.

2. Clients will be able to:

   a. Develop a spending and saving plan;

   b. Interpret common financial contracts;

   c. Establish a good credit reputation;

   d. Develop self confidence in handling personal money matters;

   e. Develop a plan and skills for handling money earned on the job.

* *Mind Your Money Series, Household Finance Corp., Prospect Heights, ILL*
** *Let's Talk About Money, American Council of Life Insurance, Washington, DC*

APPENDIX A

TRAINING KIT

A kit containing the following work sheets and items of information was provided to each workshop participant.

"Suggested Reading Readiness Activities", (correlation activities of daily living tasks with reading readiness skills).

"Food and Nutrition Know How", Velma Musser.

Sample Menu with Recipes, (meal prepared by participants during food preparation workshop).

"Simple Household Hints", from Cooperative Extension Workshop: Make Work Fun and Get More Done.

"Beauty Treatments for Furniture", Letha Hoover.

"Establish a Household Work Schedule", from teaching kit "Caring for a Home"; Proctor and Gamble, Cincinnati, Ohio.

"Seven Steps to Financial Planning", Family and Estate Planning Workshop, American Council of Life Insurance, Washington, D.C.

Budget Sheets from Family Money Affairs and the Fudge-it, Budget, College of Agricultural Extension Service, PA State University, University Park, PA.

APPENDIX B

LOCAL RESOURCES

The following selected community resources may be used for further information and assistance in areas of home and personal management:

Adult education classes (Adult Learning Centers).
American Red Cross classes.
Beauty salons and hair stylists.
Consumer Protection agencies.
Home economists--Penn State Cooperative Extension Service.
Cosmetics salespersons.
Department store personnel and education classes.
Energy centers (regional).
Financial planners (banks, insurance companies, brokerage firms).
Home decorators (department stores).
Homemaker/Home Health Aides.
Legal Aid.
Libraries.
Mass media educational program.
Nutritionist-Health Department (regional).
Utility companies-gas, electric, telephone.
Visiting Nurses Associations.
YMCA's and YWCA's.

APPENDIX C

SELECTED RESOURCES for the INSTRUCTION of BLIND and VISUALLY IMPAIRED ADULTS

Pennsylvania

The following list of agencies provide instruction or supply materials for instruction of blind and visually impaired adults in the Commonwealth:

Blindness and Visual Services
Central Office: Capitol Associates Building
901 N. 7th Street
Harrisburg, PA 17120

Pennsylvania Associations for the Blind (branch offices)
Headquarters: 2843 N. Front Street
Harrisburg, PA 17110

Elwyn Institute
1111 Elwyn Road
Elwyn, PA 19063

The Greater Pittsburgh Guild for the Blind
311 Station Street
Bridgeville, PA 15017

Libraries for the Blind and Physically Handicapped
919 Walnut Street
Philadelphia, PA 19107 and
4724 Baum Blvd.
Pittsburgh, PA 15213

Nevil Institute for Rehabilitation and Service
919 Walnut Street
Philadelphia, PA 19107

Radio Reading Services

National

Resource information from the following agencies and organizations was used for the training program:

American Foundation for the Blind
15 W. 16th Street
New York, NY 10011
A Step-by-step Guide to Personal Management for Blind Persons
Special Aids and appliances

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, KY 40206
Braille writing equipment, texts in braille

Center for Independent Living
318 E. 15th Street
New York, NY 10003
Personal Management, Toward Independence

Hadley School for the Blind
700 Elm Street
Winnetka, IL 60093
Correspondence courses

Independent Living Aids, Inc.
11 Commercial Court
Plainview, NY 11803
Special aids and appliances

Massachusetts Association for the Blind
200 Ivy Street
Brookline, MA 02146
Special aids and appliances

New York Association for the Blind
111 E. 59th Street
New York, NY 10022
The Art of Makeup for the Visually Handicapped

San Francisco Lighthouse for the Blind
745 Buchanan Street
San Francisco, CA 94102
Braille teaching equipment

Vision Foundation, Inc.
2 Mount Auburn Street
Watertown, MA 02172
Cookbooks and other materials in large print

Department of Blind Rehabilitation
Western Michigan University
Kalamazoo, MI 49008
Homemaking Manual

APPENDIX D

ADDITIONAL RESOURCES with REFERENCES

Braille

American Printing House for the Blind, Louisville, KY:

Illinois Braille Committee, Braille Series 1960

Krebs, B. M., Braille in Brief, 1968.

Smith, M. M., Getting in Touch with reading. 1978.

Stocker, C. S., Modern Methods of Teaching Braille, Book I and II. 1970.

Nutrition and Food Preparation

American Diabetes Association, One W. 48th Street, New York, NY 10020. Exchange List for Meal Planning.

American Dietetics Association, 430 N. Michigan Avenue, Chicago, IL 60611. (Diet information and recipes).

American Gas Association, 1515 Wilson Blvd., Arlington, VA 22209. "Cooking with Gas" (film strip).

Campbell Soup Company, Home Economics Department, Educational Services, Campbell Place, Camden, NJ 08101. Teaching kit: Meal Planning for Today's Living.

Deutsch, R. M., The Family Guide to Better Food and Better Health. New York: Bantam Books, Inc.

Guthrie, H. A., Introduction to Nutrition, Third Edition. Saint Louis, MO C. V. Mosby publisher.

National Dairy Council, Rosemont, IL 60018.

Nutrition Source Book.

B. 043--Comparison cards of nutrient profiles for 57 popular foods.

B. 012-A-Food models.

Ralston Purina Company, Consumer Services, Checkerboard Square, Department 209, Saint Louis, MO 63188. Daily Guide to Good Eating.

U. S. Department of Agriculture, Agricultural Research Service. Guide to a Better Diet

Nutritive Value of Foods Handbook, 72. for sale by Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Personal/Home Management

Proctor and Gamble, Educational Services, P.O. Box 14009, Cincinnati, OH 45214. Teaching kits: "Personal Care", Learning about Laundering", "Caring for a Home"

Money Management

American Council of Life Insurance, 1850 K. Street, N.W., Washington, DC 20006. Let's Talk About Money.

Money Management Institute, Household Finance Corporation, 2700 Sanders Road, Prospect Heights, IL 60070. Mind Your Money Series.

Penn State University, College of Agricultural Extension Service, University Park, PA 16802.

Family Money Affairs

Fudget-it Budget

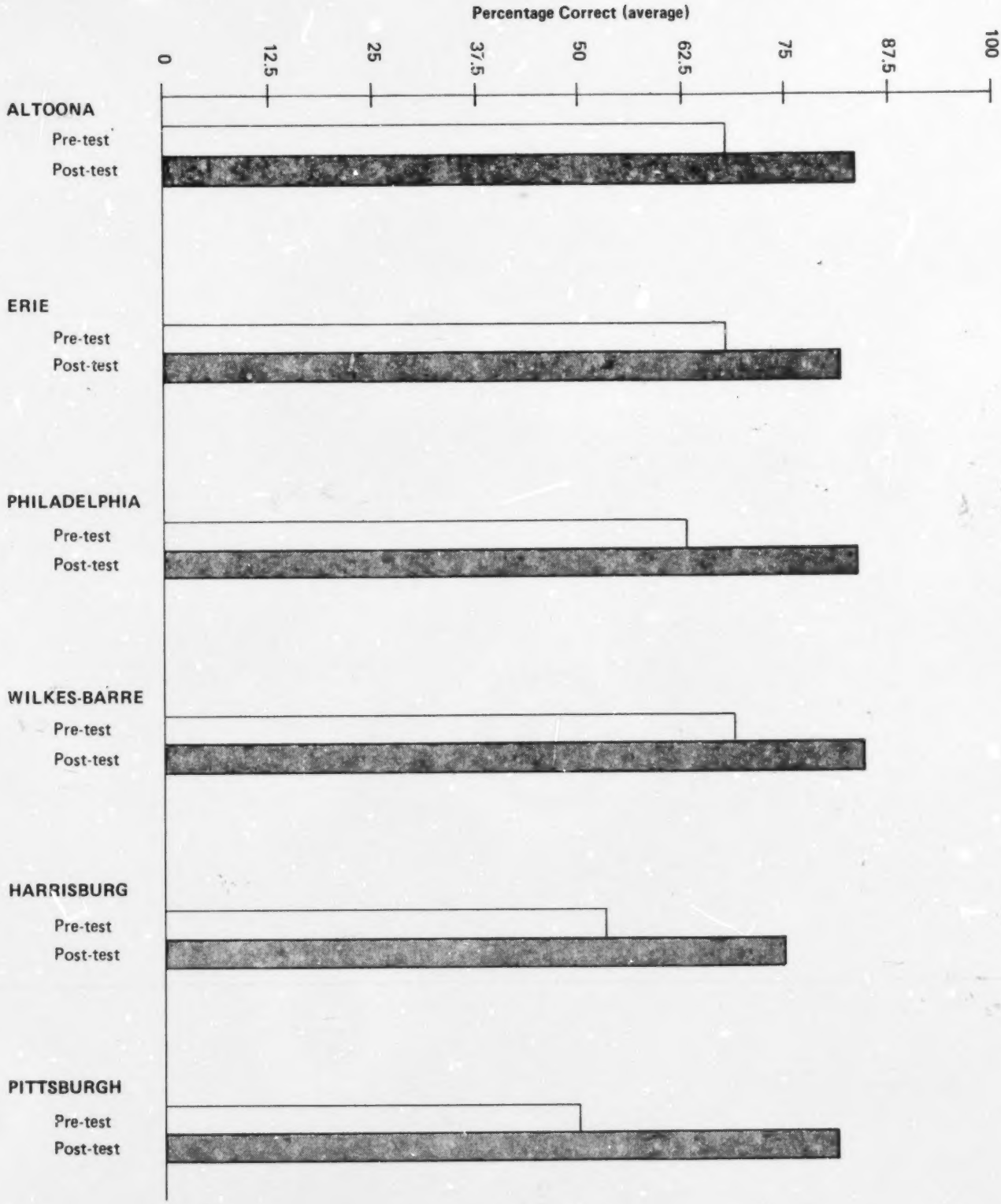
APPENDIX E

SUMMARY OF EVALUATIONS*
COMMENTS

STRENGTHS: Good back and forth exchange of ideas. Hands-on experience in preparing food were especially helpful because we were blindfolded. Kitchen equipment shown us would be easy to use. Good transition between topics. Presenters allowed group to respond to situations in order for us to gain advice and knowledge. Knowledgeable training staff who offered variety in each area. Good use of audio visual aids. Personable instructors with wide grasp of subjects. We were given sources of teaching aids. Food and nutrition were strong points especially in learning to deal with needs of diabetes and elderly persons. Kinesthetic approach to learning braille was especially useful. Good on advanced braille. Instructors were very pleasant, accommodating and cooperative. They made learning enjoyable. Each topic was handled rather briefly but we received a great many tips. All areas were interesting. Many resources were given to us as well as aids for equipment. Training was very worthwhile. I learned alot and wish to thank you. My one complaint was that training was not long enough. Sessions on communications were well organized and material well covered. I learned new concepts in braille and communications which will be useful to me. Braille sessions were well presented but not new material for me. Clothing, nutrition and money management were well presented, clear and concise. Workshop was well organized. Speakers were well informed on all topics. Presentations were very professional. Goals for training were well planned. It was great. Everything was enlightening and interesting. From topics discussed I was able to come up with good ideas for my classes. Training allowed us to learn new methods of teaching braille, labeling and more about nutrition and food preparation. I liked the method of presentation and the specific examples given in sessions. Material was presented well and understandably. I loved handouts from the Home Economist. Instructors were well prepared and answered any questions asked. Enjoyed and learned new information on care of clothing, cleaning methods, nutrition, density, quality of furniture, financial terminology, meal planning, etc. New ideas were learned, techniques were reviewed and reinforced. Training program was fantastic. Instructors kept attention of the group with a wealth of materials.

IMPROVEMENT: Would like more about mobility in the kitchen. Could have used more time in household management. Too bad you were so rushed. I would have liked another day on these topics. Expand reading readiness to include working with low vision aids. Would have liked more time for discussion and questions, especially in personal and home management.

**Comments selected, edited for clarity*



APPENDIX E

SUMMARY OF EVALUATIONS

APPENDIX F
WORKSHOPS AND PARTICIPATING AGENCIES

Sixty-two rehabilitation teachers and related staff from six district offices of Blindness and Visual Services (BVS) and nineteen private agencies participated in the training program. An acknowledgement of appreciation is extended to district office staff who assisted with arrangements and publicity, and to the six facilities which accommodated the workshops.

ALTOONA DISTRICT OFFICE (BVS)
Commerce Park
5000 - 6th Ave., Altoona
814-946-7330

Location fo Workshop
YMCA
Hollidaysburg

Participating Agencies:
Blair-Centre Branch PAB*,
Altoona
Cambria County Assn. f/t
Blind & Handicapped,
Johnstown
Juniata Branch PAB*
Lewistown

ERIE DISTRICT OFFICE (BVS)
1000 G. Daniel Baldwin Bldg.
Erie
814-871-4401

Location of Workshop
Erie Center f/t Blind
Erie

Participating Agencies:
Erie Center f/t Blind,
Erie

HARRISBURG DISTRICT OFFICE (BVS)
210 Gradview Avenue
Camp Hill
717-787-7500

Location of Workshop
PA Materials Center
Harrisburg

Participating Agencies:
Lancaster County Branch PAB*
Lancaster
PA Assn. f/t Blind, Central
Office
Harrisburg
Tri County Branch PAB*
Harrisburg
York County Blind Center
York

*Pennsylvania Association for the Blind

PHILADELPHIA DISTRICT OFFICE (BVS)
1327 Hamilton St.
Philadelphia
215-351-5700

Location of Workshop
Elwyn Institute
Elwyn,

Participating Agencies:
Delaware County Branch PAB*,
Chester,
Elwyn Institute
Elwyn
Nevil Institute for Rehabilitation
and Services
Philadelphia

PITTSBURGH DISTRICT OFFICE (BVS)
G-10 Kossman Building
Forbes & Stanwix Sts.
Pittsburgh
412-565-5240

Location of Workshop
Western PA School for Blind
Children
Pittsburgh

Participating Agencies:
Butler County Branch PAB*
Butler
Pittsburgh Blind Association
Pittsburgh
Washington-Greene Branch PAB*
Washington
Westmoreland County Branch PAB*
Greensburg

WILKES-BARRE DISTRICT OFFICE (BVS)
96 North Pennsylvania Avenue
Wilkes-Barre
717-826-2361

Location of Workshop
Valley Crest Home, Wilkes-Barre

Participating Agencies:
Hazleton Blind Association
Hazleton
Lackawanna Branch PAB*
Scranton
Lehigh County Assn. f/t Blind
Allentown
Wilkes-Barre Branch PAB*,
Wilkes-Barre